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ABSTRACT

Described is an inservice training program designed to provide administrators, supportive staff, classroom teachers, paraprofessionals, and parents with techniques, methods, and materials for students with learning problems. It is explained that the system is intended to develop administrative leadership, organize the service delivery system, and support college level teacher training programs. Fourteen districts in Colorado are said to have participated in the demonstration phase of the model, and the bulk of the document is comprised of excerpts from one district's proposal submitted to the state for funding. (CL)

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THE GILES CONTINUITY MODEL

FOR TEACHER INSERVICE TRAINING

Introduction:

Under the mandate of Colorado House Bill 1164 in 1973 with a $2 million appropriation, the Colorado Department of Education, Special Education Services, became involved in a massive, Statewide inservice training program for regular class teachers and supportive personnel relative to techniques and materials which would be beneficial to children with learning and emotional problems.

An additional $1.7 million was appropriated to continue the inservice projects during 1974-75. These projects are also expected to continue during 1975-76 Statewide.

Throughout 1973-75, the developer of this model worked full-time as a consultant to many school districts throughout Colorado. In working day after day within the confines of the various programs, wide contrasts among programs were obvious. Within districts where there was a well developed service delivery system for all types of exceptional children and strong leadership among administrators and inservice coordinators, the whole climate surrounding the inservice workshops was extremely positive. Consultants felt secure in the knowledge that their work would be carefully followed-up by the local staff. However, in many districts, grave deficiencies were noted; i.e., lack of leadership among administrators, poor organization in the service delivery systems for handicapped children, lack of continuity regarding inservice training, little understanding of adult personalities and little, if any, follow-up services were given at the conclusion of inservice, and a general misuse of

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evaluation techniques and consultative services. Therefore, this model was developed as an attempt to correct those deficiencies noted above and to aid districts in the proper use of inservice time and funds.

The implementation of H. B. 1164, The Handicapped Children's Education Act, in the Classrooms of Colorado is providing the teaching profession with an exciting opportunity to utilize modern research and technology to help children learn. In the course of this model's development in individual schools during 1974-75 the teachers were given new insights into the wondrous, mysterious process of learning as it occurs in young lives. They began to acquire mastery of many new skills for use in working creatively with all children. Many excellent new materials and equipment were available to them. Above all, they realize that they will never again find themselves coping with a difficult child without highly skilled professional help. They will have support and advice to help devise strategies and select special materials for learning problems. If a child's problem is acute and requires extensive personal attention, they will have opportunity to refer him to the resource teachers for part of each day to receive special services in the area of his learning difficulty.

A. Need for a Model:

This model was developed with several objectives in mind:

1. Parents and other interested patrons should be provided with additional information describing the innovative and improved educational provisions for exceptional children throughout the State of Colorado and the nation.
2. School personnel currently involved in implementing this legislation in other districts should be offered an alternative or

compatible approach to help support self-evaluation, in-service, and consideration of various strategies found useful in this model. It may enable school districts to recognize that they have developed already a more appropriate or sophisticated approach relative to inservice, thereby strengthening their confidence in what they are already doing.

3. College and university students entering the fields of education and psychology should be given the opportunity to view one basic philosophy as it has been demonstrated in this particular school district. This will serve to support the pertinent and practical training programs being provided to prospective teachers and supportive personnel at the college and university level in Colorado and the nation.

It must be recognized that there is no one set approach to the implementation of the Handicapped Children's Act in Colorado. Because of local variables, each district should take advantage of the flexibility afforded by the Colorado Department of Education. Each program should be designed to enhance local needs and capabilities.

B. PROPOSED PROGRAM OF RESEARCH:

Goals: The immediate objective of this project was to activate research on the effectiveness of inservice training through (1) an in-depth study of a large stratified sample of the teachers receiving the training and of the environment in which it was delivered; (2) defining the designs utilized in each selected administrative unit in which inservice training was offered to teachers who are responsible for the educational programming of children with special needs; (3) measurement of the impact of inservice training as it relates to the special services received by students as a

direct result of the initiative of the classroom teacher following the training sessions; (4) develop a continuity model for inservice training of regular and special class teachers based on demonstration of the following components in selected schools:

1. Awareness of the learning abilities and disabilities of the students.
2. Observation techniques.
3. Classroom screening of student behaviors.
4. scoring and interpretation of screening instrument.
5. Programming based on screening results.
6. Use of instructional materials.
7. Integration of special techniques to regular curriculum.
8. Demonstration teaching by team.
9. Implementation by classroom teacher.
10. Staffing of referred students for special services in schools.
11. Use of outside resources and supportive personnel.
12. Follow-up work in regular classrooms.
13. Evaluation of all components.

The long-term goals of this study would include: (1) developing a research center which would study the interrelated areas of special education, reading, school psychology, speech therapy, physical education, sociology, and physiology as it relates to the education and training of children with special learning needs in mainstream education; (2) establishment of a closer working relationship with state agencies, universities, independent school districts, private clinical settings, and parents of children and youth with unique educational needs.

Focus of Phase 1, 1974-75: In order to test this continuity model, four schools were selected during September of 1974 in the State of Colorado. The schools selected were highly diverse geographically as well as in educational philosophy and structure. Three of the schools were located in the St. Vrain Valley School District fifty miles south of Colorado State University, Fort Collins, Colorado. The fourth school, Denver Academy, is a private school for children with learning and emotional problems located in downtown Denver, Colorado. In December, 1974, the South Central Board of Cooperative Educational Services in Pueblo, Colorado, requested training for five inservice teams consisting of 30 members who in turn tested this model in 13 public school districts, including Pueblo, Walsenburg, Trinidad, and Canon City, Colorado during the spring of 1975.

Carefully detailed proposals were submitted to the Colorado Department of Education which were approved and funded for this demonstration phase only.

The sequence of activities in developing the inservice program in the local districts was as follows:

1. Administrative Organization for Service Delivery System - Curriculum directors - Elementary and Secondary.
   a. Special Education Director.
   b. Superintendent
   c. Business Manager
   d. Principals
   e. Assistant Superintendent
   f. Inservice Director
2. Proposal Development for State and Local Funds.
   a. Inservice Team
   b. Special Education Director
   c. Supportive Staff
3. Training of Inservice Team.
   a. Staff job descriptions - work load activities.

b. Training on each component to be utilized.

c. Training on dealing with adult personalities and behaviors.

4. Training of Supportive Personnel.

a. Psychologists
b. Nurses
c. Reading Specialists
d. E. H. Teachers
e. Speech Therapists
f. O. T. and Miscellaneous

5. Training of Regular Class Teachers.

a. Awareness
b. Interpretation
c. Follow-up Teaching
d. Screening
e. Methods & Materials
f. Pupil Evaluation

6. Assist with Staffing of Referred Students.

a. Principal
b. Inservice Team
c. Nurse
d. Resource Teachers
e. Regular Teacher
f. Other Supporting Personnel

7. Differential Diagnosis (Med. - Psych. - Educ. - Soc.).

8. Assist with Follow-Through in Schools and Homes.

a. Inservice Team
b. Principal
c. Psychologist
d. Resource Teachers
e. Nurse
f. Speech Therapist and O. T.

9. Evaluation and Report Writing.

a. Research assistants and professor.

b. Inservice Teams assist in collecting data.

Excerpts from the St. Vrain Valley School District Proposal submitted to the Colorado Department of Education for 1974-75 are included here as an example of the assistance our team provided to the fourteen districts who participated in the demonstration phase of this model development.

b. Training on each component to be utilized.

c. Training on dealing with adult personalities and behaviors.

4. Training of Supportive Personnel.

a. Psychologists
b. Nurses
c. Reading Specialists
d. E. H. Teachers
e. Speech Therapists
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5. Training of Regular Class Teachers.

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Excerpts from St. Vrain Valley Proposal:

I. Identification of needs

A. Needs Statement

Description of District

1. There were approximately 12,000 children attenting St. Vrain Valley School District as of October 1, 1972. By November 2, 1973, the numbers had increased to 13,254. Of these enrollments, the elementary schools had 7,389, while the secondary level was 5,865.

2. The increase in one year of public school enrollment was approximately 1,200 children.

3. The District is widespread geographically, containing 400 square miles with several miles distrance between some schools. It is an urban-rural area. The principal city has a population of 30,000 people. There are six incorporated cities and several unincorporated centers of population with a total District count of 47,000.

B. Needs Analysis, January 1974 - June 1974

As a result of reviewing Colorado Department of Education Form 204D, the Special Education Services, St. Vrain Valley School District has concluded that regular classroom teachers responsible for children with special needs have indicated interest and need in the following areas:

1. In-depth awareness and knowledge of children with special needs.

2. Ability to identify, appropriately, children with special needs.

3. Knowledge of technique, method, and materials utilized with different learning styles of children.

4. Ability to implement and evaluate teaching and strategies for children with special needs.

It was also acknowledged that other personnel who are responsible for children with special needs should be involved in inservice training, i.e., the principal, social worker, psychologist, E. H. teachers, parents, aides, and other special teachers.

II. Goal Statement

The ultimate purpose of the Special Education Inservice Training Program in the St. Vrain Valley School District is to enable all individuals in three elementary schools to become more knowledgeable and competent in working with children who have special needs.

III. Objectives

A. To develop three demonstration schools in St. Vrain Valley School District through in-depth inservice training and demonstration to approximately 75 regular educators as related to handicapping conditions.

Criteria for measurement: Operation of three demonstration Schools in which 80% of the regular teachers will employ teaching methods and materials as demonstrated with children who have been identified with handicapping conditions by May 1975.

B. To provide ongoing consultative assistance as related to training and demonstration for regular educators, upon request.

Criteria for measurement: 100% of the Special Education Inservice Team will provide ongoing assistance and demonstration,

upon request, as related to method, material, and technique used with children with handicapping conditions.

C. To coordinate with 20 support personnel who are responsible to each school as related to inservice training, demonstration for regular educators, and full diagnostic services for referred pupils.

Criteria for measurement: 100% of the Special Education Inservice Team will coordinate with 100% of the support personnel responsible to each demonstration school who, in turn, will participate in the inservice training and ongoing consultation to the regular educator including interpretation of their diagnostic results.

D. To utilize outside resources as back-up support services to the Special Education Inservice Team and, in turn, the regular educators and support staff.

Criteria for measurement: 100% of the requested outside resources will provide appropriate back-up support service to Special Education Inservice Team and regular educators.

IV. Procedure/Schedule/Expected Outcome

A. Objective 1

1.1 Orientation of teachers in three volunteer schools, utilizing release time for one-half day.

Schedule:

School A - September 26

School B - October 30

School C - December 5

Expected Outcome: Teacher awareness of "How We Learn",

intent of House Bill #1164, use of Screening Instrument, (CSI), open discussion.

1.2 Set up time schedule with each teacher

Schedule:

School A - September 30 - October 1

School B - November 1 - November 4

School C - January 6 - January 7

Expected Outcome: All teachers will be scheduled. In-service team will be aware of curriculum used by teachers.

1.3 Implementation and demonstration of Screening Instrument (CSI)

Schedule:

School A - October 2 (K-3)

October 3 (4-6)

School B - November 5 (K-3)

November 6 (4-6)

School C - January 8 (K-3)

January 9 (4-6)

Expected Outcome: Learning modes will be identified, identification of specific strengths and weaknesses, identification of students requiring referral for differential diagnosis.

1.4 Teachers group meeting and individualization as related to screening instruments and learning styles.

Schedule:

School A - October 4 (K-6)

School B - November 7 (K-6)

School C - January 10 (K-6)

Expected Outcome: Learning modes will be identified, identification of specific strengths and weaknesses, identification of students requiring referral for differential diagnosis.

1.5 Provide assistance in interpretation of screening.

Schedule:

School A - October 7 - 10

School B - November 11 - 13

School C - January 13 - 15

Expected Outcome: Teachers will acquire independence in screening, scoring, and interpretation. Teachers will gain increased awareness of referral procedure. Teachers will develop the ability to refer to screening instrument for specificity of referral.

1.6 Set up individual remedial programs.

Schedule:

School A - October 11

School B - November 14

School C - January 16

Expected Outcome: Teacher develops ability to adapt materials, supplement curriculum, manipulate their expectations of children who have prescribed programs.

1.7 Evaluation of students' progress by rescreening all students originally screened (K-6).

Schedule:

School A - May, 1975

School B - May, 1975

School C - May, 1975

Expected Outcome: Teachers will be able to independently administer, score, and interpret the screening instrument (Post test).

1.8 Evaluation of teachers' progress.

Schedule:

School A - May 30, 1975

School B - May 30, 1975

School C - May 30, 1975

Expected Outcome: Teachers will have in depth knowledge as related to learning modes and how to individualize programs; how to appropriately utilize support personnel.

B. Objective 2

2.1 Schedule teacher contacts and identify curriculum currently used by each teacher.

Schedule:

School A - September 30 - October 1

School B - November 1 - November 4

School C - January 6 - January 7

Expected Outcome: Inservice Team will be aware of materials currently in use.

2.2 Set up materials fair providing supplemental materials, re-enforcing in building materials, and materials located in Instructional Materials Center.

Schedule:

School A - October 11 (K-3) a.m.

(4-6) p.m.

School B - November 14 (K-3) a.m.

(4-6) p.m.

School C - January 16 (K-3) a.m.

(4-6) p.m.

Expected Outcome: Inservice Team will be aware of materials currently used by teachers.

2.3 Provide initial demonstration/consultation to individual classroom teachers pertaining to:

Behavior Management

Ability Training: Readiness

Skill Development: Content

Individualization Techniques

Adaptation of Curriculum

Interpretation of Formalized Test Data

Schedule:

School A - October 14-25

School B - November 15-27

School C - January 17-30

Expected Outcome: Improved teachers' competencies in identification, diagnosis planning, and implementation of programs as related to method, technique, and material for children with mild to moderate learning difficulties.

2.4 Provide ongoing consultation upon request for teachers in Schools A, B, and C.

Schedule: February - May

Expected Outcome: Increase in teacher competencies, decrease in request for assistance. Increase in ability to identify

and program children with special needs.

2.5 Utilize consultation and training services for further planning (Dr. Marian Giles).

Schedule:

School A - October 29

School B - December 4

School C - January 31

Expected Outcome: Inservice Team will be able to consult more effectively with educators.

C. Objective 3

3.1 Inform principals and support staff of time schedules for their building and Inservice Team members responsibilities.

Schedule:

School A - September 18

School B - September 19

School C - September 20

Expected Outcome: Acceptance of Inservice Teams in their buildings and knowledge of teams' responsibilities.

3.2 Orient support personnel to procedures of Inservice demonstration as stated in Objective I, Procedure I. Resource Personnel will include:

Spangler Resource Team - 4 E.H. teachers

Nurses

Psychologist

Speech and Language Therapist

E.H. and E.M.H. teachers

Principals

Parents

Other in-building personnel including instructional aides

Schedule:

School A - September 26

School B - October 30

School C - December 5

Expected Outcome: Support personnel will be aware of "How We Learn", Feedback Loop, Intent of House Bill #1164, Screening Instrument. Support personnel will be knowledgeable of procedure for Inservice operation.

3.3 Provide ongoing consultative assistance, as requested, to all support personnel.

Schedule:

School A - February - May

School B - February - May

School C - February - May

Expected Outcome: Increase awareness of learning modes of children. Increase use of Inservice Team as backup support service.

D. Objective 4

4.1 Contract Dr. Marian Giles for training and demonstration services.

Schedule: 45 days between September and May, 1975.

Expected Outcome: Increase in competencies and knowledge of all personnel working with handicapping conditions. Regular teachers will be able to manipulate materials, expectations of children's abilities and the manipulation of their

attitudes towards the teaching and learning process.

4.2 Contract Jeanine Matney for planning and organizing Inservice Team, drafting plan, setting up organizational structure, and drafting year-end report.

Schedule: 8 days to be used in September and May.

Expected Outcome: Inservice plan approved, Inservice Team organized in terms of responsibility, communication, and delivery of service, year end report completed.

4.3 Contract Northern Colorado BOCS for evaluation services.

Schedule: Upon request; completed by May 30, 1975.

Expected Outcome: Use of computer, functional and appropriate evaluation forms for participants of Inservice.

E. University Extension Courses: Two graduate level courses are available through the Continuing Education Department of Colorado State University with Dr. Marian T. Giles as professor of record. 3 qt. hr. credit.

1. PY 595 - Identification and Remediation of Handicapped Children in the Classroom: Designed for regular class teachers who are assigned to the three demonstration schools. Meets during school time in month of training.

2. PY 795 - Research and Related Issues Pertaining to Support Services in the Schools: Designed for counselors, resource teachers, administrators, nurses, and other interested supportive personnel from this district. Meets 2 hrs. each week for 12 weeks.

Schedule: Fall quarter, 1974

Expected Outcome: Teachers will be receiving college

credit as related to on-site training.

v. Evaluation

The general objectives of the evaluation will be to determine the cost efficiency and effectiveness of the four strategies and the twenty subobjectives. There will be a continuous effort to provide the resultant information to the training staff, the state department, the federal agency, and the local school districts. Every attempt has been made to design the evaluation in conformance with the various program proposals and the expressed concerns of the program staff.

As may be seen on the following breakdown of the qualitative and quantitative aspects of evaluation, the inservice team will assume responsibility for collecting and processing data on project effectiveness on a day-to-day basis. Once the inservice team has collected and examined the data, they will be turned over to the research assistants at CSU for further processing and reporting.

In order to meet the requirements of the CDE, the forms developed by the CDE staff will be consistently utilized throughout the year. These measures will be supplemented by forms developed specifically for this continuity model using both a systematic recording format and an open-ended narrative format. Examples of the state forms and the supplemental forms are found in Appendix A at the end of this proposal. All instruments used are being intensively reviewed for content validity and technical adequacy. The instruments which are used in the demonstration phase of this project will be analyzed and modified if found lacking in any component.

The evaluation staff at CSU will prepare interim reports after each phase of the project. The reports will contain a technical section and a summary section aimed at the legislature and general public.

VI. Evaluation - Quantitative/Qualitative

A. Objective I

1.1 Quantitative: Number of teachers attending meeting

Qualitative: Attitudinal and information survey

1.2 Quantitative: Number of teachers requesting to participate. Number who do not request to participate.

Qualitative: None

1.3 Quantitative: Number of teachers using screening instrument. Number of students screening.

Qualitative: None

1.4 Quantitative: Number of teachers attending meeting

Qualitative: None

1.5 Quantitative: Number of requests for assistance from teachers. Number of teachers who do not request assistance. Number of referrals made for differential diagnosis.

Qualitative: Teachers' evaluation of screening instrument

1.6 Quantitative: Number of prescriptions developed. Number of students referred to support personnel.

Qualitative: Implementation and follow-through of recommendations for each teacher as related to prescriptions developed for each teacher.

1.7 Quantitative: Number of students maintained in regular classroom. Number of students placed in special programs.

Qualitative: Frequency count of student behavior. Factor analysis by grade level.

1.8 Quantitative: Number of teachers who implemented prescriptive

programs adequately. Number of teachers who did not follow thrcugh in implementation.

Qualitative: Utilization of CDE Form 204 C1 and C2. In depth assessment of information and attitude toward Inservice and demonstration training and Inservice model.

B. Objective 2

2.1 Quantitative: Number of teachers participating

Qualitative: None

2.2 Quantitative: Number of teachers who implement materials which have been presented.

Qualitative: Ongoing teacher evaluation of materials used.

2.3 Quantitative: Number of teachers served. Number of hours spent in teacher consultation.

Qualitative: Teacher evaluation of consultation services and demonstration training.

2.4 Quantitative: Number of teachers served. Number of hours spent in teacher consultation.

Qualitative: Random sampling in Schools A, B, and C of teachers' attitudes as related to Inservice program.

2.5 Quantitative: Number of Inservice Team members participating.

Qualitative: Inservice Team members' evaluation of training services.

C. Objective 3

3.1 No evaluation

3.2 Quantitative: Number of support personnel attending.

Qualitative: Attitudinal and information survey.

3.3 Quantitative: Number of requests received by Inservice Team

from support personnel for assistance.

Qualitative: Support personnel evaluation of Inservice Team and the services provided.

D. Objective 4

4.1 Quantitative: Completion of three demonstration schools.

Qualitative: Teachers' ability to post test with screening instrument, interpret, and plan approxpriately for programming or referral.

4.2 Quantitative: Completion of inservice plan draft, organizational structure, and year-end report.

Qualitative: Inservice Team will move smoothly into implementation of Inservice plans.

4.3 Quantitative: Completion of form design and utilization of computer time.

Qualitative: Inservice Team will evaluate services provided.

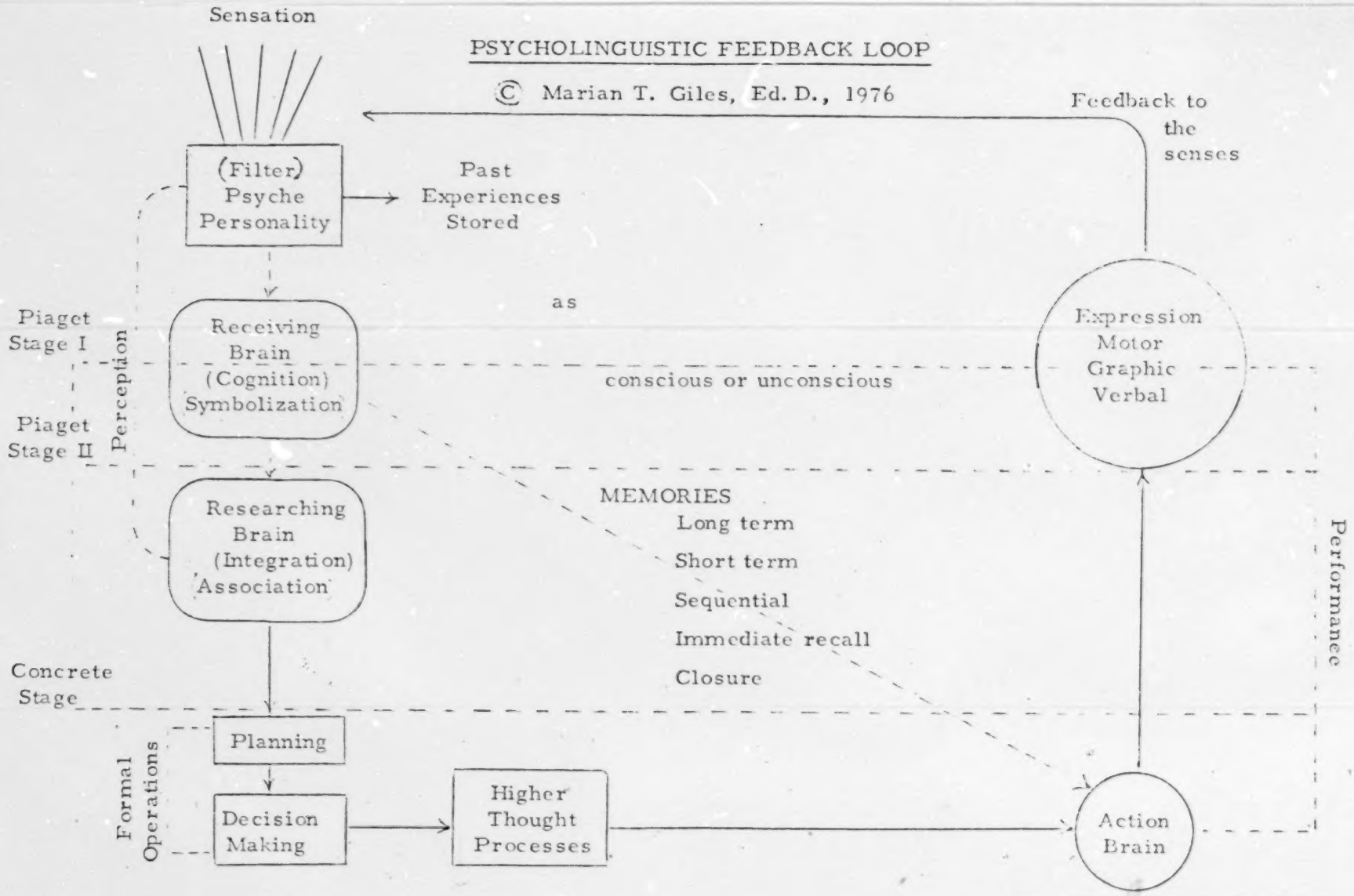
4.4 Quantitative: Number of teachers taking course for credit from CSU.

Qualitative: Teacher attitude survey toward course requirements and their awareness of growth.

VI. Community and Parent Involvement

Community and parent involvement in school affairs usually results from a well-planned program of public information. Fox maximum community involvement, school patrons should be given a clear understanding of the Inservice project. The local media should be relied upon heavily for coverage. The information disseminated should stress the fact that this plan provides for a continuum of services and that it does not mean that every exceptional child should be returned to the regular classroom.

In the SVVSD project, a parent meeting was held at the beginning of each school's period of intensive training. An awareness film,


Sensation
PSYCHOLINGUISTIC FEEDBACK LOOP
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Feedback to the senses
(Filter) Psyche Personality
Past Experiences Stored
as
Piaget Stage I
Perception
Receiving Brain (Cognition) Symbolization
conscious or unconscious
Expression Motor Graphic Verbal
Piaget Stage II
MEMORIES
Long term
Short term
Sequential
Immediate recall
Closure
Researching Brain (Integration) Association
Performance
Concrete Stage
Planning
Formal Operations
Decision Making
Higher Thought Processes
Action Brain

St. Vrain Valley School District RE-1J

Department of Special Education - Inservice Project

Longmont, Colorado

Student - C.A.	Teacher	Grade	Date	School

Deficit Modalities	Recommendations	Method of Implementation

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